

Role of Internal Evaluation in the Academic Achievement of Students

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted By

Ratan Bhandari

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2023

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2023

T.U Reg. No: 9-2-327-138-2014

Fourth Semester Examination

Roll No: 7428107/074

Date of Approval of Thesis

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Date of Submission:

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Declaration

I hereby declare that to the best of my knowledge, this is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:

.....

Ratan Bhandari

Dedication

*Dedicated to my loving Parents who devoted their entire life
to make me what I am today.*

Acknowledgements

I hereby acknowledge and share the credit with those people who have supported me to complete this little work. Firstly, I would like to express my sincere gratitude to my respective supervisor **Mr.Khem Raj Joshi**, Teaching Assistant, Department of English Education, University Campus, T.U., Kirtipur for his invaluable inputs, constructive suggestions useful comments and continuous feedback from the very beginning of the research work. Without his inputs, feedback, cooperation, suggestions, comprehensive guidance and meticulous supervision, it would have been incomplete.

My deepest gratitude goes to **Dr. Gopal Pandey**, Reader and Head, Department of English Education, University Campus, T.U., Kirtipur for his valuable suggestions and feedback. It my pleasure to acknowledge Mr. Resham Acharya, Teaching Assistant, Department of English Education, University Campus, T.U., Kirtipur for his constructive suggestion for my study.

I am equally indebted to **Mr. Guru Prasad Paudel** and **Mr. Bhim Wasti** for their constructive suggestion and feedback during my study.

Finally, all who directly and indirectly helped me also deserve thanks for their kind co-operation in this work.

Ratan Bhandari

Abstract

The study entitled "Role of Internal Evaluation in the Academic Achievement of Students" intends to find out the perception of students toward the role of internal evaluation in academic achievement of students in the semester system. Internal evaluation is one of the most important parts of teaching learning process that is conducted to evaluate the students overall activities by their own teacher in the natural setting. To address the objective of the study, forty students were selected as a sample from the Department of English Education, University Campus, T.U., Kirtipur, Kathmandu by using non-random purposive sampling procedure. The researcher used survey research design and formulated a set up questionnaire consisting 39 close ended and five open ended questions in order to collect the required information. The data collected from the informants were analyzed and interpreted to find out the perceptions of students towards the role of internal evaluation in the academic achievement of students and find out the challenges faced by students in implementing internal evaluation in the semester system. The major findings of the study showed that most of the students had positive perception towards the role of internal evaluation in the academic achievement of students in the semester system. Regarding its positive perception it has been found that the internal evaluation identifies the learners difficulties and helps to diagnose those difficulties with constructive suggestions and feedback. Internal evaluation helps to increase the students regularity and active participation. It built up rapport with teachers and students properly. In contrast, some of the problem have been found that the interview evaluation system is affected by the teachers halo effect. So, it has less validity and reliability. Students may not take internal evaluation seriously, as like final examination.

This thesis consists of five chapters. The first chapter is introduction which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter contains review of related literature and conceptual framework that consists of review of theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework. Similarly, the third chapter deal with methods and procedures of the study which covers design of the study, population, sample and sampling strategy, research tools and techniques, sources of data, data collection procedures, data analysis procedures and ethical considerations. Likewise, the fourth chapter contains the analysis and interpretation of the data. Furthermore, fifth chapter includes findings, conclusion and recommendations. Finally, the references and the appendices, which are necessary for the validation of the research, have also been included.

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Chapter I

Introduction

This study is entitled **Role of Internal Evaluation in the Academic Achievement of Students**. This chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

Background of the Study

Education is the tool which pushes the human being to the right path to make civilized, honorable, and honest people for the community, village society and nation. In the academic field it is very essential for the students to make their life bright, meaningful, and as well successful. For this, there should be intimacy, collaboration, decision and relation among the teacher and students in achieving the good results in the academic field. Administration of college, Teaching language learning environment, policy of the university, teaching strategy and method play essential role in the academic achievement of students. Along with students, teachers and administration should follow the code of conduct, rules designed by the ministry of education and their duty for the betterment of university environment.

In the past, for the academic achievement, there was used teacher centered method such as description, performance and deductive methods of teaching learning activities. Such methods of teaching have been applying in the primary, lower and secondary level in enhancing the students learning. Hughes (2012, p. 28) argues that teachers centered methods and techniques may fruitful for the primary to lower secondary level but may not be meaningful for advanced level students. Now days with changing the time, the opinion regarding the teaching learning activities have been changed and given the priority in student centered and interactional teaching methods such as practical, problem solving, project discussion question –answer and enquiry methods. Atta (2013, p. 10) argues that interactional

and student-centered methods play role in making students active, having the classroom fun, meaningful and attractive. Particularly in the English language teaching, Teacher uses different techniques, ideas and activities to increase the skill, and knowledge of students. Through these techniques and methods students feel interactive, frank, not realization of fear, and difficulties in learning. In this regard, Bhandari (2012, p. 16)views that Teachers need to manage the classroom and understand the students psychology in successful teaching learning activities". We can know that teaching method, strategy, theories and principle may not enough to handle the class without understanding the student's needs, and interest. So, for successful academic achievement, there should equally contribute learning strategy, method and students psychology having classroom management. Hughes (2015, p.37) says that testing is the integral part of integral teaching and learning. Teachers needs to be very much update about the students learning .So teacher have to manage the class work weekly test ,pair work, group work and examination to guide the student in right track. Teachers need to be capable, updated modern technology and teaching having the well knowledge about the content. In the same way students need to be very much laborious, punctual and dutiful and obedient for their academic carrier. Khaniya (2012) says that students need to know the proper use of modern technology for meaningful learning, they are to be guided about the use of laptop, mobile phone and other learning tool. Nowadays in the primary and lower secondary level, continuous assessment system has been applied in enhancing students' knowledge and skill in their academic level. On the basis of regular assessment, using its tool like portfolio, homework, classroom assessment, observation, and self-correction. In addition, CAS provides information on achievement of particular level of skills, understanding, knowledge and attitude rather than only achievement of certain marks or scores. So CAS enhances the learner to monitor their progress. In the same way central Department of English education, Tribhuvan university semester system has been applying to make the

teaching learning activities effective, meaningful and successful. The aim of the semester system is to enhance the knowledge, skill and attitudes of students in the academic level. It also makes the teacher and students and, punctual, disciplined, responsible and professional to enhance their knowledge. According to Tribhuvan University guideline (2070), for the academic achievement, provisioned the external and internal evaluation to measure the students' progress. External evaluation carries 60 marks and conducted by the Dean office. Likewise, internal evaluation is conducted by concerned subject teacher. It carries forty marks and students have to secure 50 marks in the internal examination to participate in the final examination. For learning achievement internal evaluation has divided into first assignment, second assignment, third assignment, classroom participation and presentation. Based on the internal and external evaluation student's progress, knowledge, skill and attitudes measured in the semester system. I try to find out the respondents views, perception, and knowledge regarding the role of internal evaluation in the academic achievement of students.

Statement of the Problem

Evaluation is one of the aspects of education which is used to measure the ability, knowledge and attitudes of students in the given course. It brings improvements in teaching method, students learning and management of administration for effective teaching and learning. Many schools, campus, and collages have been following the summative and formative evaluation for formation students learning and teaching strategy. Tribhuvan University is following the semester system. According to T U operational guidelines (2070), Tribhuvan University has been following the external and internal evaluation for checking the student's ability and knowledge. External evaluation has been conducted by concerned authorizes of Dean Office. External evaluation consists the 60 percent weight age for the evaluation and students have to get 50 percent to pass the exam. Likewise Internal evaluation

includes 40 percent marks which is designed by students own subject teachers. Students have to get 50% marks in Internal Evaluation to participate in final exam. In Internal evaluation students are evaluated through the classroom participation, attendance, mid - term examination and home assignments and soon. It involves the features like students regular attendance in classroom, interactive classroom and friendly classroom atmosphere, opportunity to develop confidence, leadership, and team work motivation and so on. In spite of having positive impacts internal evaluation in semester, it also has some problems in the real situations. The semester has been criticized in terms of evaluation system inside and outside of university periphery. Karki (2010, p.3) states that students who are from the annual system, they are used in annual system take the internal evaluation (home assignments, classroom participation, attendance and mid-term examination) load for them". The problems of this system are like gaps between internal and external obtained marks, teacher biasness, inadequate reliable and valid tools and measurement process. So on the basis of these facts, my study attempts to find out the role of internal evaluation in the academic achievements of students.

Research Objectives

The objectives of the study were stated as follows:

- To find out the perceptions of students towards the role of internal evaluation in the academic achievement of students in semester system.
- To find out the challenges faced by students in implementing internal evaluation.

Research Questions

The research was carried out to figure out the answer of following research questions:

- What perceptions do students' have towards the role of internal evaluation in the academic achievements of students in semester system?

- What are the challenges faced by students in implementing internal evaluation in the semester system ?

Significance of the Study

Evaluation is the process of measuring the student's skills knowledge and attitudes to decide, certify, and rank them for the further achievement. Evaluation is directly concerned with the performance and learning achievement of students. The main purpose of evaluation is to give meaningful feedback to the both teachers and students for modifying their learning and teaching Strategy. This study tries to find out challenges and roles of internal evaluation and hopes study will give more knowledge to teachers, students and administration about its uses and roles in the academic field. This study will be effective for administrators, course designers, stakeholders and textbook writers to develop the proper curriculum, resources and materials. Hope, outputs of this study will solve the problems related to the internal evaluation system seen inside the department and examination board. Likewise, this study will be more significant for language testing and teaching and the researcher who wants to do research in this field.

Delimitation of the Study

This study had the following delimitations:

- a) The participations of the study were only M.Ed. English students of second semester studying in Tribhuvan University.
- b) Forty students from first and third semester were selected for this study.
- c) Close and open ended questionnaire were used as a tool for data collection.

Operational Definitions of the Key Terms

The key terms used in this research study have been operationally defined in the following ways:

Semester: An education system where a year consists two academic sessions.

Internal Evaluation: A type of evaluation used to improve student's behavior and learning by providing different assignment to the students.

Formative Evaluation: formative Evaluation is used to decide, certify and rank of students for the further learning.

Academic Achievement: Process of gaining knowledge and skills by the students in the given year.

Role: Essence, significance and value of something

Challenges: The problems that the students of M.E.D face while doing internal assignment in semester system.

Achievements: Achievements in my thesis refer to academic achievements.

Chapter II

Review of Related Literature and Conceptual Framework

This section includes the review of related theoretical and empirical literature along with the implication of literature review. Furthermore, it also deals with the conceptual framework of the study.

Review of Related Theoretical Literature

Every researcher needs to observe the fundamental background of the related subject and the past studies. Theoretical knowledge is necessary for researcher to have enough knowledge about the selected topic of the research. The researcher cannot go further in the research process without theoretical knowledge and concept of the research topic. This topic includes evaluation, summative evaluation, formative evaluation, ways and types of evaluation, role of internal evaluation, types of language test, academic achievement, facilitating learning, absolute assessment system of semester system of TU, semester system in the faculty of English education in Tribhuvan University.

Evaluation in the Academic field, the term 'Evaluation' refers the process of measuring the knowledge of students in the given course. Evaluation identifies the student's positive and negative aspects and gives feedback for improving the teaching learning activities. Baht (2019, p.5) views that evaluation is an educational program that aims to check all three areas of cognitive, affective and psychomotor learning. To reach a final conclusion, process, decision, result, as well as product of an educational program, evaluation has to do in each and every stage of teaching learning Activities. The evaluation results are always expressed in terms of the person being evaluated as per behavioral changes. According Baht (2019, p.9) says that evaluation is huge topic that encompasses everything from step wide accountability tests to district benchmark or interim tests to everybody classroom test. Through classroom activities students know their ability in particular subject and can try to

improve their learning. Classroom test can be the pillar of students in changing the students' and modify the method and techniques of teaching English language. Along with this Evaluation pushes the students and teachers right path to achieve the goal objective and aim of educational program. It helps to the course designer, curriculum maker, stakeholder and concerned people about the actual use of evaluation in the academic field and its effectiveness in school, campus, college and university. Likewise, Hadji (1995, p.18) states, "evaluation constructs the value judgment on a given reality that is the object of the evaluation". It identifies the students rank, level and gives the actual values of students regarding their knowledge based on particular knowledge in the given subject. Teachers know the background of Students and their reality of schooling and students know how much knowledge they have gained in particular subject and what they have to improve in further days. Khan (2019) says that evaluation includes the systematic process of collecting, understanding, and acting upon the data related to a student. Formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching methods, principle, approach, theory and learning activities to improve students' skills, attitudes, knowledge and attainment. It typically involves qualitative feedback for both student and teacher that focus on the details of content and performance for the effective and meaningful learning. From this assessment students and teachers get their opportunity to know their real knowledge in real field. Summative evaluation refers to the assessment of participants where the focus is on the outcome, or result of a program. Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement to decide their rank, level of knowledge and certify them for the further stage in the academic field.

Summative Evaluation

This evaluation takes place at the end of the session to judge overall achievement of students'. Annual or external examinations are the examples of summative evaluation. Khan (2029, p.39) views that summative evaluation is done to give students the required certificate or diploma for which the students have applied. Students over all knowledge in the academic year have been evaluated by the summative evaluation. Summative evaluation is used to know the strong and weak point of administration, judge the effectiveness of activities done by teacher and students in inside the classroom provide proper information to the students, teachers, concerned authorities and stake holder for improvement of evaluation in academic field. Baht (2019, p.6) says that summative evaluation refers to the assessment of participants where the focus is the outcomes of program. In the academic year, teachers, students and administration are assigned to run out the teaching learning activities. Summative evaluation judges the outcomes, analyzes the outcomes of students' achievement and provides the guides for handling the teaching learning activities in the field of English language teaching. Hughes (2020, p. 48) forwards his view, summative evaluation teachers and administers a like in improving curriculum planning, students, teacher, administration and curriculum designers get beneficiated and they can play crucial role in constructing curriculum .They can provide the actual information to the curriculum designer and concerned authorities regarding the summative evaluation, which will be important matter for the curriculum and course designer. Simon (2005, p.9) focuses on that summative assessment can serve as a guide to improving teaching methods.

Summative evaluation brings out the effectiveness of teaching methods, techniques, strategy, principle, and theory. Teachers are getting suggested in order to change their teaching strategy and methods to make teaching learning activities effective, meaningful and attractive. Along teachers, emphasizes in making their students interactive in teaching.

Freeman (1997) mentions that summative evaluation shows consistent gaps between students' knowledge and Target learning. Students able to find out their gap between the knowledge they gained and target learning. They get ideas in making strong in target learning. They get to know the ideas for appropriate learning. Crown (2010, p.18) forwards his view that summative evaluation evaluates students learning, knowledge, proficiency or success at the conclusion of an instructional program. The purpose of this evaluation is to certify fail or pass of the product. If formative evaluation is related to the process of teaching, it is related to the product of teaching. Here students are evaluated from the whole syllabus. On the basis of this evaluation, a decision is taken whether a student should be promoted to the next class or he should be kept in the same class again. In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted. Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Formative Evaluation

The purpose of the formative assessment is to monitor the instructional process to determine whether or not learning is taking place. It is designed to improve and enhance the learning process of teaching, making it a continuous process in the school system. Simon (1996, p.13) states that formative evaluation is used to guide the review is of process of purposive evaluation experience of students as more than those measured by test. Formative evaluation is done inside the classroom by giving different activities related to teaching learning activities. In the classroom students are provided different activities such as class work, pair work and individual work. Through these activities students can improve their learning. This evaluation diagnose both students and teachers ' poor and good points,

therefore both of them can get the feedback to run out their teaching learning strategy. Students and teachers both after identifying their difficulties change their behavior and remove these difficulties. William (1998, p.27) states that formative evaluation is designed to improve and enhance the learning process of teaching, making it a continuous process in the school system. Thus, function of this evaluation is remedial in nature. The second function of this evaluation is that if evaluation finds teaching learning process satisfactory, it motivates the teachers and students to work harder for better results. Tanner (1972, p.23) has defined formative evaluation in the following words, “formative evaluation refers to the use of tests and other evaluative procedures while the course and instructional program is in progress.

Ways/Types of Internal Evaluation

The synonym of internal Evaluation is formative evaluation. It is designed to construct the behavior of learners in studying. Being a teacher, teacher can assign different assignment to the students such as group work, pair work and individual work. Students are judged and provided feedback by the teachers for improving their bad aspects in learning. A long teacher can design class test, weekly test and monthly test to check the teaching strategy him/her and knowledge of students in the given course. Internal exams in schools may be of various types and have to achieve various objectives. The nature of internal evaluation in the school level is different than the nature of evaluation in campus, college and university level. In the school level, internal evaluation is designed on the basis of their academic level. The assignments are in this level are not difficult, it is simple in nature that students can do in short time. In the college and university, the nature of the assignments is complex and hard in nature. Project work, creative work, pair work and individual work take long time in completing in comparison of the assignments in school level.

Especially half yearly and annual exams have become common in our education. Some schools have monthly and quarterly exams. Annual exam is taken as the summative

evaluation and assignments or test done before the annual exam is taken as the formative evaluation. Some enthusiastic teachers organize week or periodical test and their marks are added into monthly or periodical test. Such results are used to find out the progress of students in content studies with the help of such occasional test an overall progress sheet of students can be prepared. Students and teachers get lots of information for improving their English language teaching and learning. These periodical, week monthly and quart test can modify the learning and teaching behavior of teacher and students. Such tests have the positive impact in learning, students are habitual in their learning and administration and teacher be prepared based on the student emphasized in their studying. According to Taral (2016),Formative Evaluation include following things:

-) Essay
-) Short answer type questions,
-) objective questions
-) Collection of academic and non-academic achievements
-) Oral work.
-) Observation notes – Event notes,
-) Rating scales.
-) Interest inventories.
-) Attitude Scales.
-) Descriptive notes of important events of Student's life.
-) Evaluation.
-) Social Development Grape (Sociometry)
-) Monthly test.

Roles of Internal Evaluation:

Internal evaluation plays crucial role in enhancing the teaching learning activities. It provides the sufficient information in modifying teaching learning activities. It also suggests the teachers to teach the contents meaningfully. Simon (2013, p.35) views that students and teachers identify their difficulties after internal Evaluation. Internal Evaluation provides actual situation of teaching learning activities and compelled them to change their teaching and learning strategy for effective teaching and learning. Students and teachers grow their knowledge and try to construct their behavior for the Academic achievement. Comments and feedback gained by the students through the internal evaluation become the utilization part of enhancing knowledge and thinking in academy field. With the effective use of internal evaluation teacher and students get information to improve their teaching and learning strategy. Devies et al. (1999, p.13) say that Internal evaluation provides the ideas to the administration to manage the source and materials for teaching learning activities.

Administration has the essential role in academic field which makes the balance in teachers, students and materials. Such responsible of school, college and university depends on the administration. School, college and university get the ideas from internal evaluation. Internal evaluation brings out the roles, responsibility of administration towards the educational program. From the use of internal evaluation, administration knows own outputs and compel to think about the future strategy, polices to run out the educational program. Regarding such contribution of internal evaluation, it has become the essential part in the academic field to direct the methods, contents, and push the students in right track for their betterment in Education. Bachman (2010) states that internal evaluation motivate teacher and student to worker harder for better result. Class test, period test, weekly test, monthly test and quietly tests are known as internal evolution, these are designed by subject teachers and administration to know the progress. They know the students comprehension and

understanding on particular subject. They become happy when their expected seen in the result of student and inspire to continue their teaching technique. A long students also be motivated when they able to show their knowledge in exam. Similarly, Miller (1930) states that Students and teacher diagnosis their weakness and modify their behavior, their learning strategy after the getting the feedback. Internal evaluation not only help in self-evaluation it becomes the via of reinforcement which makes the learners attention, felling and willpower strong in the academic field. If students get positive feedback from the teachers they become encouraged in reading, writing, speaking and listening. With this internal evaluation helps in making good relation between teachers and students, good environment is created their teacher and students get interact about teaching learning activities. In the field of English language teaching students are assigned by teacher and students know their level and utilize the feedback got by teacher for their further improvement.

Types of language Test:

A test is a method of measuring a person's ability or knowledge in a given area. text and other assessment procedure can also be classified in terms of their functional role in classroom instruction test is an essential to measure the ability of learning which requires same particular norms value and rules be taken where formally or informally. Likewise, Hughes (2003, p.11) describes the four types of test. They are professionally tests, achievement tests, diagnostic test and placement test which are discussed briefly as follows.

Proficiency Test: It is defined as the ones ability to using language, science mathematics etc. without considering the course s/he was taught and learned in a particular situation. Khaniya (2006) defines that a proficiency test as measure of how much of language someone has learned. It means such a test which measures the quality of a person for a particular post. Moreover proficiency test is also called inter laboratory comparison as this term implies, proficiency testing compare the measuring result obtained by different

institution. Proficiency test is a forward looking test means it defines the ability of a student to use language with reference to a particular task high the learner is expected to perform in the future. The tests like IELTS, TOFEL, entrance examination, examination at different college and university. Although proficiency test does not follow a particular course of study It directs the learner's standard current standing relation to his/her future needs and it also provides an opportunity to study in university or educational organizations.

Achievement Test: Achievement test is a test of developing skill or knowledge. An achievement test is defined as a test which measures students' linguistic ability. Achievement test is directly related to language course. Davies, et.al. (1999. as cited in Khaniya. 2005, p.8.51) describes an achievement test as "an instrument designed to measure what a person has learned within or up to a given time." The most common type of achievement test is a standardized test developed to measure skill and knowledge learned in given grade. Usually through planned instruction S.L.C. examinations the examinations administered by the office of the controller examination, Tribhuvan University final examination conducted at the end of the academic session.

Placement Test: A test usually given to students enters an educational institution to determine specific knowledge is placement test. Placement test is administered to sign students to different to their proficiency level. As Hughes (1975) states that placement test as their name suggests are intended to provide information that will help to place students at the stage of the teaching program most appropriate to their abilities. The role of placement test is to determine for each student the position in the in structural sequent's and the mode of instruction that is most beneficial.

Diagnostic Test: Diagnostic test is an act of finding out problems and causes. Teachers use diagnostic testing information to guide what and how they teach diagnostic test happens at the start of a new phase of education. In this regard, Hughes (2003, p.15) affirms

that diagnostic test is used to identify learners strength and weakness. They are intending primarily to ascertain what learning still needs to take place. Moreover diagnostic test is good for instruction and self-instruction learners themselves can find out their problems and improves their study. It gives both quantitative and qualitative information about problems. It's always remedial to answer the questions like require the use of a variety of techniques: records of past achievement, pretests on course objectives, self-report inventories, observational techniques, and so on. The goal of placement assessment is to determine for each student the position in the instructional sequent and the mode of instruction that is most beneficial.

Academic Achievement:

Academic achievement refers the goal achieved by teachers and students of academic course. In another word, it is the result of teaching learning activities done by students and teacher in the academic year. Influence of administration towards teaching learning activities, students overall progress and teachers effect in teaching learning activities are known by the academic achievement. Academic achievement of students measured by GPA and instructional achievement measured by Graduation rate average (GRA). In this regard, Bachman (2010) asserts that academic is related to teaching and learning activities which is done by the teachers and students to fulfill the objectives, goals and aim of education. It shows students and teachers should be responsible in the field of teaching learning activities. Their responsibility, punctuality and discipline impact positive result in enhancement of academic achievement. Based on the view academic achievement Davies et al. (2013) view that academic achievement represents performance outcomes that indicates the extent to which a person has accomplished specific goals that were the focus of activities in institution environment especially in school, college, and University. Devies et al. view is similar to the view of Bachman in the subject of academic achievement, students outcomes, gaining

knowledge and skills through any institution indicates academic achievement. Academic achievement concerned the goal, objective and aim of education implicationed by teachers, students, school campus and university. Emphasizing that view Crown (2010) states that teachers, students and administration have equal role in showing the good achievement in the academic field. In English language teaching, students are assigned different activities such as creative work, project work, home assignment, presentation, and mid-term examination etc. to increase their learning in the given course. Teachers' provides suggestions for their progress in a ways their become achievement of learning. With this Students' performance, participation, and regularity in learning play vital role in academic achievement.

Students gain the knowledge by studying the newspaper, articles related to their subject-matter, staying in library with books and discussion about the subject matter with their friends as well. Attending in different seminar, conference, and program related to English language teaching students get the knowledge. Applying such ways in learning students develop their accuracy and proficiency in English. Academic achievement becomes important for personal and social respect, there is the kind of perception in society that person who is educated has the different fame than the other persons .These all things matter human beings to achieve the knowledge for further life.

Facilitating Learning:

The term Facilitating learning refer the supporting to the students by providing the idea, guides and advices for increasing the learning .Teachers have different ideas, methods and techniques that they can use in teaching English . Facilitating learning can range is scope from coaching a small group gathered around equipment to techniques a few people in meeting room, leading a webinar with hundred, Even thousands of participants .In English language teaching students are assigned in different works such as, home assignments, creative work, project work,mid- term examination and presentation and teachers judge their

activities to know their achievement and use to give proper feedback for improving their learning. In teaching Learning activities, for the effective learning teacher may use different techniques to make his or her class interesting and funny. Facilitating Learning can range in scope from coaching a small group gathered around equipment to teaching a few people in a meeting room, leading a webinar with hundreds, even thousands, of participants, and instructing a group of learners outdoors. Many people begin their work as performance and learning professionals by Facilitating Learning. Facilitators often deliver learning experiences that someone else designed and developed. According to Wilson (2010) mentions that teachers can facilitate learning by emphasizing the following ways in facilitating learning.

-) Create an environment that is conducive to learning.
-) Provide an engaging learning experience for your participants.
-) Keep participants on task and accountable for their learning.
-) Optimize opportunities for participants to interact and practice.
-) Tailor learning experiences to the specific needs of individuals and groups.
-) Help participants efficiently achieve the set learning objectives.

Absolute Assessment System of Semester System at T.U.

The students under the new system are performing relatively better than their Colleagues under the annual system. The pass rate in the Master's level under the semester system has escalated to 75 percent compared to 34 percent under the yearly system. Starting last year, TU had launched semester system in According to TU Semester Operational Guidelines (2070), the following criteria are mentioned for the examination and evaluation

External Evaluation/End Semester Examination. Semester exam will be held two times in a year. Semester/external exam contains 60 percent weight age. Students have to secure at least 50 percent marks in each subject to pass the semester exam. Semester exam will be conducted by the concerned office of the dean. Result of the semester exam will be

published within 3 months from the final day of exam. The last semester's result will be published within 2 months from the final day of exam. All answer copies are corrected at the concerned dean's office exam section.

- a) **Make-up/retake examination** Students failing in not more than two subjects in first, second and third semester exams shall appear in make-up exams in the following cycle of exams. Students failing in two subjects in the semester shall be given opportunity to appear in make-up exam within one month after the final result
- b) **Grading system** Grading is the process by which a teacher assesses students learning through classroom test and assessment, the context in which good teachers establish that process and dialogue that surrounds grade and defines their meaning to various audiences. Scoring grids are an example of timely, efficient assessment practice, they are used by markers to assess fairly and efficiently can be used to develop and enhance student feedback. Total marks obtained in internal and end semester exams shall be graded on absolute or relative bases. The performance of a student shall be made on a four point scale ranging from 0 to 4 grades. A student must secure a minimum Grade Point Average (GPA) of 2.7 or Grade B minus (B-) in each course.

Absolute grading scale in semester

Grade	CGPA	Percentage Equivalent	Performance Remarks
A	4.0	90 and above	Distinction
A-	3.7	80 -89.	Very good
B+	3.3	70 -79.9	First Division
B	3.0	60 - 69.9	Second Division
B-	2.7	50 – 59.9	pass individual subject
F	0	below 50	Fail

The students shall receive their semester grades and academic transcript grades only in letter grades and GPA scores. Students securing only 2.7 in grade point are considered as “pass in individual subject”. In order to pass the semester/final evaluation, the student must secure a minimum of Grade “B” or Cumulative Grade Point Average (CGPA) of 3.0. A student who secures CGPA less than 3 may request for the opportunity to improve the grade in two subjects. The office of the dean will provide one time opportunity to appear in semester exam. The exam of the courses to improve grade shall be held as per the course cycle, Semester Grade Point Average (SGPA) is calculated as: Calculation of Semester Grade Point Average (SGPA) Semester Grade Point Average (SGPA) is the grade point average of the semester, is calculated as

$$\text{SGPA} = \frac{\text{Total Grade Points earned in a semester}}{\text{Total number of credits registered in a semester}}$$

The Cumulative Grade Point Average (CGPA) is calculated as:

Calculation of Cumulative Grade Point Average (CGPA)

According to the T.U., semester system operational guideline (2070), Cumulative Grade Point Average (CGPA) which is grade point average of all semester is calculated as:

$$\text{CGPA} = \frac{\text{Total Grade Points earned}}{\text{Total number of credits completed}}$$

Internal evaluation system. Different methods of evaluation are to be adapted to assess students’ performance in semester system. It is more important because it is integrated with the day to day teaching and learning directly involving teachers. The evaluation which is conducted by the teachers themselves, in order to assess the progress and achievements of their students at different stages in their course is called internal evaluation whereas external evaluation is conducted by the external agencies or by outside authority, without direct relation with teaching of the examinee, setting questions and evaluating the answers.

The internal evaluation shall have a total weight age of 40 percent in each course. Students have to obtain 50 percent to pass in the internal exam. Without passing internal exam students will not be qualified to appear in semester (external evaluation) exam. Total weight age of internal exam is divided into internal assessment, project work, class attendance, home assignment and so on. According to Khan et al. (2012, p.271), "Internal evaluation reduces the risk of over dependence on one shot exam". In a similar vein, it is based on the academic principle that it is the teachers who keep close look on students' learning and thereby could best judge their performance. The internal exam notice will be published by the concerned department or campus

Khaniya (2006) states that the significant indicators of a good internal assessment system is a high degree of correspondence between how student do and score in internal assessment and what they do and score in final examination. It creates opportunity to provide feedback to the students which provides reinforcement for successful learning and identifies the specific learning errors and misconceptions that need correction. So, it is necessary to establish the modes of evaluation that encourages, rather than frustrate the desire and ability to learn for the learners and that also foster teachers' creative involvement with the students. 35 Tribhuvan University attempts to provide quality education, interactive classroom, regularity in attendance, presentation and individual as well as group assignment through internal assessment.

According to T.U M. Ed. English syllabus internal evaluation will be conducted by course teacher based in following activities:

- | | |
|---|-----------|
| 1. Attendance | 5 points |
| 2. Participation in learning activities | 5 Points |
| 3. First assignment/midterm exam | 10 points |
| 4. Second assignment | 10 points |

5. Third assignment	10 points
Total	40

Semester System in the Faculty of English Education (T.U)

The development of any counters depends very much on the quality of its education process and system. Education lids the society towards betterment and fulfillment. The right to education is a universal entitlement that is recognized as the most fundamentals of human right. Tribhuvan University one of the oldest university of Nepal, has started semester system in University Campus, Kirtipur from the academic year of 2070. The oldest University of the country, unveiling its five-year strategic plan last year, had announced to replace the yearly system in all constituent and affiliated colleges and make entrance examinations mandatory for admission in any of its colleges from 2017.

Semester system is believed for quality education then annual system. The countries like USA, Australia, Britain, China, Japan etc. have adopted semester system in higher level. It evaluates the students' ability or knowledge both practically and theoretically. Due to international practice and for quality 31 education Tribhuvan University cannot remain far from adopting semester system.

According to khaniya (2014) states that the semester is associated with the process of making teachers and students regular, creative, engaged in learning, doing remedial instructions for evaluation make presentation, do project work Concentrate on specific subject, involve in group work, if it reform initiative is a promise of the T.U authority, which come with all the good intents by focusing attention of teachers and students on teaching and learning. It is more organized and interactive in classroom because it involves pedagogical process instead of methods, the number of students in classroom is fixed. Students are required to be regular for completing the task and projects and participate in group discussion and presentation.

Undoubtedly, semester system is good for quality. Tribhuvan University has the objective of enhancing students Skill and capacity continuously. Semester system is associated with the process of making teacher and student regular, creative, engaged in learning Which uses internal assessment for evaluation presentation project work. It is more student centered it helps students in tough with the textbook.

Review of Empirical Literature

The review of different empirical literature is mentioned below:

Pundit (2014) conducted a research entitled ‘Teachers’ perception on Continuous Assessment System: A Case of basic level’. The main objective of her research was to find out the perception of teachers on continuous assessment system. Survey research design was used to carry out this research questionnaires were tool for data collection. The population of the study were Teachers and sample considered of 40government aided schools of Nuwakot District .In case of this proposed research she collected the data from the primary sources using questionnaire. The major finding of her study showed, that continuous assessment system (CAS) is effective to enhance the achievement of teachers the teachers found that case decreased the student absent rate in the class and it also reduced the dropout rate of students in the classroom.

Karki (2016) conducted a research entitled ‘Teachers and students’ Beliefs on Practices of Internal Assessment in Semester System: A Case of university campus’. The main objective of her research was to find out the Teachers’ and students’ beliefs on practices of internal assessment system in semester system of T.U., Kirtipur. Survey research design was used to carry out this research questionnaire were tool for data collection. The population of the study were 30 students of first semester and third semester majoring English and 10 teachers from the Department of English Education ,University campus, T. U., Kirtipur were selected by using Purposive non-random sampling procedure in order to fulfill the objectives.

After analysis and interpretation of the data it was found that most of the teachers and students have positive beliefs on internal assessment system. The study also found that still there are some lacks in well implementation of assessment system, such as teachers' hello effect, not Conducting the test timely and teachers reluctant.

Bhusal (2016) conducted the research entitled 'A Study of Student's Perception Towards Internal Assessment of Semester System'. Her main objectives were perception of M. Ed, English students toward internal assessment and its challenges in terms availability of resources. She had selected 30 English semester students through random procedures. Both close and open ended questionnaire were used in the study as the research tools for data collection. She found that most of the students had positive attitudes towards of internal assessment in semester system less students have negative.

Mussawy (2021) conducted a research entitled 'Assessment Practices: Student's and teachers' perceptions of classroom assessment'. The study was conducted to find out students' and teacher's perceptions towards classroom assessment. He conducted 19 interviews, 3 focus group and 16 hours classroom observation. He found that the students learned more on the formative aspects of classroom assessment while teachers favored the summative or achievement part. The study also showed that they shared their experiences through the medium of internal assessment rather than summative evaluation System.

Neupane (2021) conducted a research entitled 'Managing continuous assessment system at primary level: Teachers' perceptions and practice'. The main objective of his study was to find out the teachers perception towards (CAS) continuous assessment system. The population of the study was primary level teachers and sample consisted of 40 primary level teachers from the 20 government aided school of Lamjung. In order to collect the data from the population he used questionnaire and observation checklist as the major tools the questionnaire and checklist are developed to find out teachers perception and practice of

CAS. The major aim of this study was to find out perception and practice of teachers. This study also focused on the problems and benefits of CAS implementation the major finding of his study was that CAS reduces the number of repeaters in the same class.

Giri (1995) carried out research study entitled 'People's attitude towards the existing SLC examination in Nepal'. The main objectives of the research were to find the attitudes of the people towards existing SLC examination system i.e. its appropriateness, practicability, privatization and credibility. He used survey research design and the population of the study consists of six groups of people administrators, teachers, students and guardians from Kathmandu and Morang districts. He found that 44.37 people had good attitude towards SLC examination of Nepal while 55.63 percentage people were not satisfied with it. The major finding of his research was many people had negative attitude towards SLC examination in the context of Nepal.

Bhattarai (2020) carried out a research entitled 'A study on the attitude of teachers and students towards internal assessment: A case of M.Ed. in English'. The main objectives of this research study was to find attitude of teachers and students towards internal assessment. His research design was survey research design and the samples of his research were thirty students and teachers of Central department of English Education. Questionnaire as a tool for data collection and both open and close ended questions were used for data collection and purposive non random sampling procedure was used to collect the data. His methodology of study was survey analytic, descriptive and comparative in nature. The major finding of his study was the students of central department of English education had highly negative towards this system. He found that internal assessment made students creative and resourceful as it makes them consult libraries and other more books and he suggested that feedback should be necessary provided immediately and result should be analyzed to provide corrective measures.

Joshi (2012) carried out the research entitled 'Wash back effect in terminal examinations: A case of grade nine'. His main objective were: to find out the wash back effect in terminal examinations and to analyze the result of public and private schools in Kathmandu district. He used survey research design and questionnaire as a tool for data collection. The sample population of the study were 40 students from public community schools and 40 students from private (boarding school of class IX) schools and twelve teachers teaching the class. The random sampling method was used to collect the data. His finding was that, terminal examinations of compulsory English for grade nine have more positive or beneficial wash back effect on the students of private schools in comparison of students of public schools. He found that terminal examination assisted to reduce the fear of examination develops the students' confidence level as well.

Tiwari (2020) carried out the research on 'Perception of students towards internal examination: A case of higher secondary level students'. The main objective of her research was to find out the perception of students towards internal examination in terms of relevance, cost of effectiveness, utility etc. Her methodology of study was survey research design and questionnaire as a tool for data collection. The population of her study were higher secondary level of students of Kathmandu District the sample of the research were 30 students from grade twelve and purposive non-random sampling strategy was used to collect the data. She found that the survey of three college students' view on internal examinations had positive attitude and almost all students got benefited from internal examination as well. She also found internal examination help to improve the relationship between teachers and students and whole students had positive attitudes towards internal examinations.

Pathak (2020) carried out research article entitled 'Perceptions of towards the semester system: A study in some selected degree colleges of Nagaon town of district of Assam'. The main objectives of this research was to find out the perception of teachers and students

towards semester system. The study was conducted on 133 undergraduate students and 44 teachers selected at random from four selected degree colleges affiliated to Gauhati University from Nagaon town of Nagaon district. He used questionnaire as a tool for data collection revealing perceptions towards five dimensions of semester system curriculum, syllabus coverage regularity of classes, teachers and methods of teaching. The major findings of his research was perceptions of students towards internal assessment and overall evaluation is not quite satisfactory and he found that necessity of developing strategies by all the stakeholders to arrange for minimum resources and facilities which have a direct bearing on students achievements.

Implication of the Review of the Study

From review of above mentioned theoretical and empirical literatures, I got sufficient ideas for my study. The meaningful and effective research needs the hard effort from the side of the Researcher. For the weighty/valuable research researcher needs to make constant a constant review of related literature which is taken as the central task of research and provides the related knowledge to the researcher to make his/her research to make successful. Literature review determines the quality of the research and provides the theoretical and empirical knowledge to the researcher and helps to improve methodology and contextualize for the research. From the literature review I got the ideas of ways of literature reviewing, theoretical background about the research topic and various procedures to conduct the research. Along, I got the information about different evaluations tools and its ways. The unpublished thesis and articles gave me sufficient ideas and information for my study. The above mentioned theoretical and empirical literature review is review related to “Role of Internal evaluation in the Academic Achievements of students”. Lado, (2010), and Harmer (2022) provided the theoretical knowledge Know ledge for my study. Similarly the ten empirical literature reviews provided the ideas of research question, objectives, problem, and

conceptual framework will help me in data collection, analysis, interpretation and methodology for the study.

Pandit (2014) conducted a research on 'Teacher perception on Continuous Assessment system: A case of basic level' which helped me to gather the theoretical knowledge of for the study and gave me true picture about the research topic. Similarly Karki (2015) carried out the research entitled "teachers and students beliefs on Practice of Internal assessment in semester system: a case of university campus", helped me to provide the required knowledge and theoretical background of internal evaluation and its ways of using in the academic field. Likewise, Bhusal (2017) conducted the research entitled 'A study of student's perception towards internal assessment of semester system' which helped me to design tools and techniques of internal evaluation and also provided to find out relevant research for data collection for this study. Similarly, Tiwari (2020) conducted a research on 'Student's perceptions towards internal examination' provided me ideas of literature review. Likewise, Pathak (2020) carried out research entitled 'Perceptions of students towards the semester system' gave me ideas of preparing research tools.

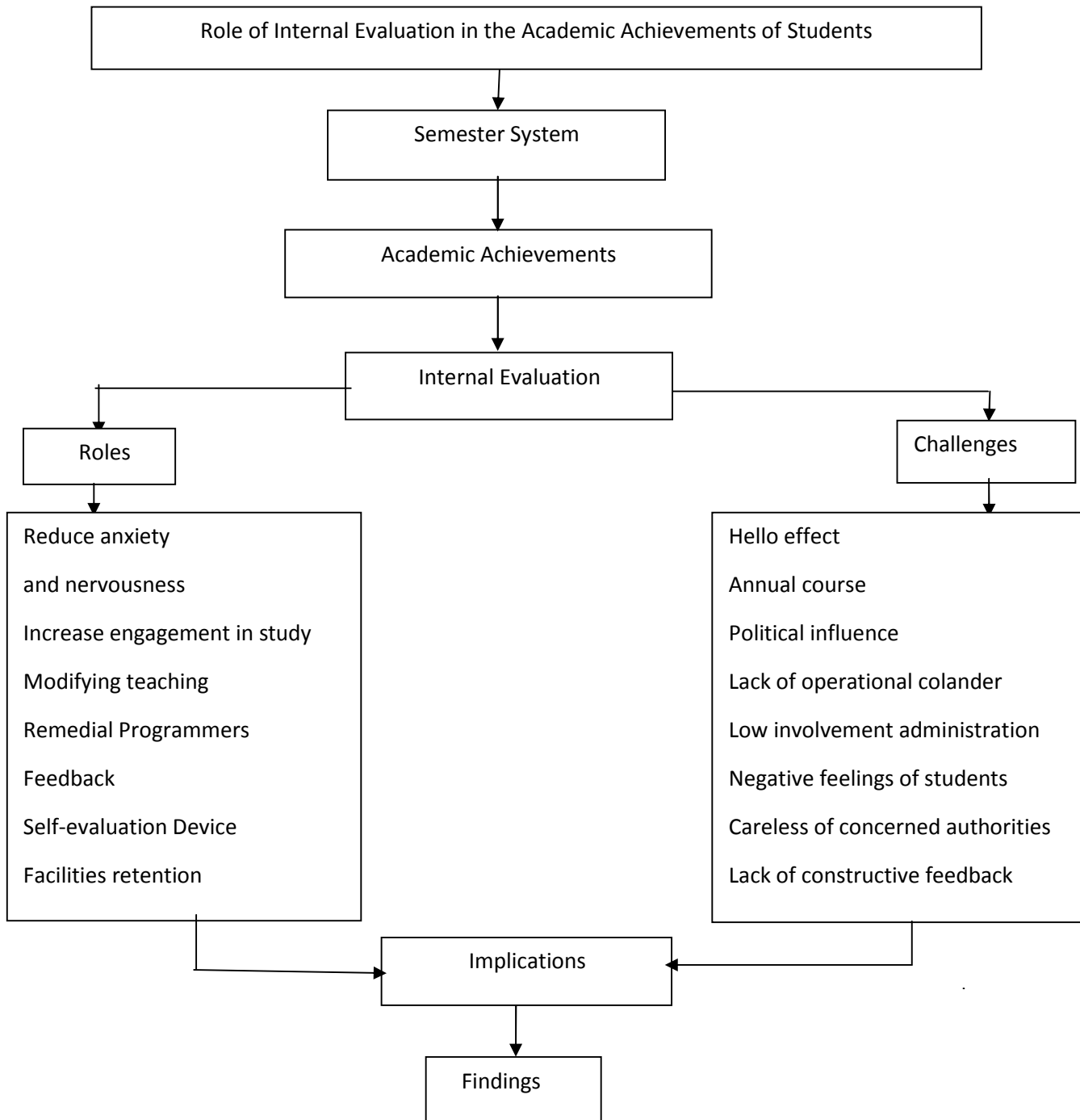
In the same way Mussaway (2021) conducted a research on 'Assessment practice: Students' and teachers perception s' of classroom assessment' provided the ideas regarding objectives, research question and methodological procedures. Neupane (2021) conducted a research entitled 'Managing Continuous Assessment system at Primary level: Teachers perception and practice' gave me the ideas of making questions and objectives of my study. Similarly, Giri (1995) conducted a research on 'People's attitudes towards the existing SLC examination in Nepal' from which I got significant ideas to select the population of survey research design. Similarly, Bhattarai (2020) conducted a research entitled 'Attitudes of teachers and students towards internal assessment' from which I got ideas about the

objectives in survey research. From Joshi (2012) 'Wash back effect in Terminal examination' I got the ideas about the guidelines sampling procedure cited ideas and arrange respectively.

In this ways, mentioned literature review provided the ideas about the research frame, research design and also gave me guidelines to analyze and interpret data and felt me comfort to explore the idea on my research.

Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship among different variables. It is the visual representation of the presumed relationship of the concept or variables that involved in the study. The conceptual framework of the study as below:



Chapter III

Method and Procedure of the Study

This chapter deals with the methodological procedure for data collection during the field study. To achieve the desired goals following methodological procedure are going to be employed.

Research Design

While carrying out this study I followed the survey research design. Survey is the most commonly used method of investigation in education research. It is a cross sectional study. Survey research design is mainly carried out to find people's attitudes opinion and the specified behavior on certain issues, events and situation. Survey research studies large and small population or universe by selecting and studying sample shown from population. In this regard, Nunan (1998) defines that survey is the most commonly used descriptive method in educational research and has very in scope from large scale government investigations to small scale studies carried out by single researcher.

Likewise, Kalinger (1986) defines that survey research is a kind of research, which studies large and small population to discover the relative incidence distribution and interrelationship of social and psychological variables. As the large population in survey research is selecting small survey. It has a wide scope. It is very important tool for studying social attitudes beliefs and so on. Statistical techniques can be applied to the survey data to determine validity reliabilities.

In my view, survey research in Education involves the collection of information from members of the groups of student's lectures or other person associated with the educational process and analysis of information to illuminate important educational issue. Most surveys are based on samples as specified target population. The

researcher often wishes to generalize the result obtained from the samples to the population from which samples were drawn.

The semester system in the central department of Tribhuvan University has been also a lot of issues regarding internal assessment system issue for discussion since the university recent in discussion to implement the semester system also in non-technical subject. The internal assessment of semester system carries forty percent marks out of hundred. The practice done in this essential system are not satisfactory for students as well as the teacher as we know semester system introduce the grading system in assessment also bring lots of problem in assessment system. So this study focused in finding the perceptions of students towards the role of internal evaluation in the academic achievement of students and tried to find out the challenges faced by students in implementing internal evaluation in the semester system. The research should include the representative numbers of respondents from the whole student's population. Therefore the survey the survey method will be selected for this study as the survey research is all about findings the knowledge and perceptions of different concerned person about same topic.

Research is the systematic process of investigating new information. We can't conduct it haphazardly instead to conduct the research a researcher has to flow the systematic process otherwise there might be the possibilities of obtaining fake data .There was the administrating a surveys research depends on the several factors like cost, coverage of target population, flexibilities of asking questions and so on .

Cohen, et al. (2000), have given the following process of survey research.

Step 1: define objectives

Step 2: identify target population

Step 3: literature review

Step 4: determine sample

Step 5: design survey procedure

Step 6: Identify procedure

Step 7: determine reporting procedure

Every research work requires a systematic process to make it more refined and more effective. Some process of survey, suggested by Nunan, was followed in this research too.

For this objective I found out the respondents perceptions towards the role of internal evaluation in the academic achievement of students in the semester system. In the next stage students were defined as the study of population. After reviewing the literature related to the study population sample identified and the research carried out with the data collection and analysis.

Population and Sampling

The populations of the study were the students of students of Central Department of English Education T.U., Kirtipur. Twenty students of first semester and twenty students of third semester from the Tribhuvan University Department of English Education were the sample of this study. I used purposive non-random sampling procedure to detect the students.

Research Tools

In order to collect the data I used questionnaires as the major tools. Two individuals questionnaires were used for students. The questionnaire were constructed to find out the respondents perceptions towards the role of internal evaluation in the academic achievement of students and how internal evaluation helps students in improving their learning in semester system of Central Department of English Education T.U., Kirtipur.

Sources of Data

I used both primary and secondary sources of data. The primary sources of data were the students of central Department of English education T.U., Kirtipur.

Data Collection Procedures

In order to collect the data, I adopted stepwise methodological procedures to collect the data from the in formations for this; I adopted the following steps.

-) First of all I prepared a set of questionnaire.
-) I went to the field and built the relation within campus administration and students.
-) Then I non-randomly selected 40 students from the English Education Department of University Campus Kirtipur.
-) I provided the questionnaire to the students.
-) I requested to fill the questions answer to the English students of department of English education.
-) At the end I collected the questionnaire from students, thanked the respondents and campus authority students for their co-operation.

Data Analysis and Interpretation Procedure

The collected data were analyzed, interpreted, and presented descriptively with the help of simple statistical tools. Moreover, the responses from the respondents to each presented question was analyzed and interpreted with number and percentage. And the data collected through questionnaire were presented in the table.

Ethical Consideration

I cared the following ethics:

-) I took the permission with selected college and participations and due respect to the selected site without thinking the short term benefit of the reality.
-) I selected a problem that is as much as practicable to the participants and gave them freedom to fell the question by respecting them.

-) I collected the necessary information from the participations by insuring them with the confidently for their name in research and gave due respect to their individual potentiality.
-) I respected the information based logical evidence and facts including authentic citation in research.

Chapter Four

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of data. The data collected from the respondents were analyzed to find out the perceptions of M.Ed. English students towards the role of internal evaluation in the academic achievement of students in the semester system. After collecting data, I came to analysis and interpret data which were collected from the primary sources. The main objectives of the study were to find out Perceptions of M.Ed. English students towards the role of internal evaluation in the academic achievement of students in semester system in terms of attendance, classroom participation, and midterm examination, presentation, home assignments and project work activities and to find out the challenges faced by students in implementing internal evaluation in the semester system. The data collected from the students were based on the questionnaire. Both open ended and close ended questionnaire were administered In order to collect their views.

The questionnaire was divided into two sections: 'A' section was related to identify of the perceptions of the students towards the role of internal evaluation in the academic achievement of students in the semester system and section 'B' was related to find out the challenges faced by students in implementing internal evaluation . There was altogether forty-three questions used, out of them thirty –nine questions were close ended questions and five questionnaire were open ended questions.

Analysis and data interpretation of results

Analysis of data and interpretation of the results have been divided into two parts in terms of close ended and open ended questionnaire. In the first section, I have analyzed and interpreted the students' perceptions towards the role of internal evaluation in terms of attendance, classroom participations, mid- term examinations, presentations, home

assignments and project work activities and in second part I have analyzed and interpreted challenges faced by students in semester system which have been presents as follows.

Holistic Analysis of students' perceptions towards the role of internal evaluation in the academic achievement of students in the semester system. This section of the study deals with the holistic analysis ant interpretation of students perceptions towardstowards the role ofinternal evaluation in the academic achievementsof students in the semester systemin terms of attendance, classroom participation ,mid-term examinations presentation, home assignments and project work activities which are presented as follows

Holistic Analysis of Perceptions ofStudents Towards the Role of Internal Evaluation in the Academic Achievements of Sstudents in the Semester System

This section of the study deals with the holistic analysis of students' perceptions towards the role of internal evaluation in the academic achivements of students .It is done in terms ofin in terms of: attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities. They arepresented as follows:

Attendance

The perceptions of the students towards thr role of internal evaluation in attendence is presented in the table below.

Table 1

Students' Perceptions Towards the Role ofInternal Evaluation in Attendance

Categories	Responses	No of students	Percentage
Regularity in the classroom enhance learning	Yes	38	95
	No	2	5

Frequency of the students attendance in the class	Always	37	93.34
	Sometimes	2	6.67
	Often	1	3.33
	Rarely	0	0.00
	Never	0	0.00
Teachers regularity in the classroom	Always	23	56.67
	Sometimes	12	30.00
	Often	5	13.33
	Rarely	0	0.00
	Never	0	0.00

Table 1 shows 95%(38) of the students had positive attitudes towards the regularity enhancement learning. Approximately 93.34%(37) of the students were found to have frequently attend in the classroom, 6.67%(2) of the students had sometimes attend in the classroom and 3.33%(1) of the students was found to have not in the classroom. This shows that, most of the students had always attended in the classroom. Around 56.67%(23) students mentioned that, teachers were regular in the classroom, 30%(12) of the students responded that teachers sometimes regular in the classroom and 13.33%(5) of the students responded that teachers had irregular in the classroom. This shows that all teachers were regular in the classroom and they had a positive attitudes towards attendance to enhance the learning.

Classroom Participation

The perceptions of the students towards the role of internal evaluation in classroom participation is presented in the table below:

Table 2

Students' perceptions towards the role of Internal Evaluation in classroom participation

Categories	Responses	No of students	Percentage
Necessity of students participation	Strongly agree	24	60.00
	Agree	16	40.00
	Neutral	0	0.00
	Disagree	0	0.00
	Strongly disagree	0	0.00
Students Participation in the classroom activities	Yes	35	86.67
	No	5	13.33
Importance of collaborative learning to improve the relationship between teachers and within students	Strongly agree	28	70.00
	Agree	10	26.67
	Neutral	2	6.67
	Disagree	0	0.00
	Strongly disagree	0	0.00
Students participation in group work activities	Always	13	33.34
	Sometimes	24	60.00
	Often	1	3.33
	Rarely	1	3.33

	Never	0	0.00
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Table 2 shows 60%(24) of the students had strongly agreed towards the necessity of students participation inside the classroom to make collaborative learning and 40%(16) of the students had agreed towards the classroom participation .Approximately, 86.67%(35) of the students had regularly participated in the classroom activities and 13.33%(5) of the students had not regularly participated in the classroom. Approximately 70% (28)students of the students had strongly agree about the importance of collaborative learning to improve the relationship between teachers and studentswithin students,26.67%(10)of the students had agreed and3.33% (1) of the students was neutral.Nearly,33.34% (10) of the students were found to have 'always' participated in group work activities 60% (24) of the students found to have 'sometimes', 3.33% (1) of the students had rarely participated in group work activities .

The data shows classroom participating is helpful to make collarabative learning and improve the relationship between teachers and students and within students. It makes students active inside the classroom but teachers should encourage the students to participate in the classroom activities.

Mid- term examination

The perceptions of the students towards the role of internal evaluation in mid term - examination is presented in the table below:

Table 3

Students' Perceptions Towards the Role of Internal Evaluation in Mid-term Examinations

Categories	Responses	No.of students	percentage
------------	-----------	----------------	------------

Help of mid-term examinations for end semester examinations	Yes	35	86.67
	No	5	13.33
Teachers provide feedback after mid examinations	Yes	18	46.67
	No	22	53.33
Help of midterm examinations to minimize the failure in end semester examinations	Strongly agree	13	33.33
	Agree	24	56.66
	Neutral	0	0.0
	Disagree	2	6.67
	Strongly disagree	1	3.33

Table 3 shows 86.67 % (35) of the students had positive attitudes towards midterm examinations which help to get high score in end semester examinations and 13.33% (5) of the students had negative attitudes .This shows most of the students have benefited Through the mid-term examinations to get high score in end semester examinations. Nearly, 46.67 % (18) of the students have got feedback after their midterm examinations and 53.33% (22) of the students have got feedback after their term examinations. Approximately, 33.33% (13) of the students had 'strongly agreed' towards the mid-term examinations to help to minimize the chances of failure in end semester examinations, 56.66% (24) of the students were agreed, 6.67%(2) of the students had disagreed towards the mid-term examinations. This shows that most of the students had positives attitudes towards mid-term examinations to get high score

in end semester examinations and mid-term examinations are effective to minimize the chances of failure in end semester examinations.

Presentation

The perceptions of the students towards the role of internal evaluation in presentation is presented in the table below:

Table :4

Students' Perceptions towards the role of Internal evaluation in Presentation

Categories	Responses	No. of the students	Percentage
Necessity of power point presentation	Yes	17	43.33
	No	23	56.67
Students feel hesitation to present the lesson	Yes	30	73.33
	No	10	33.67
Students participation in the classroom Presentation	Always	8	20.00
	Sometimes	22	56.67
	Often	6	13.33
	Rarely	4	10.00
	Never	0.00	0.00
Students get feedback after presentation	Yes	32	80.00
	No	8	20.00

The table 4 shows 43.33% (17) of the students showed their positive attitudes towards the important of power point presentation in the classroom and 56%(23) of the students had

negative attitudes towards the PowerPoint presentation in the classroom. About 20%(8) of the students had 'always' participated in the classroom presentation, 56.67 %(22) had 'sometimes' participated in the classroom presentation, 13.33% (6) of the students 'often' and 10% (4) of the students had 'sometimes' participated in the classroom presentation .Approximately, 80% (32) of the students had got immediate feedback after their lesson presentation and 20% (8) of the students had not got immediate feedback after their lesson presentation. The data shows some of the students have positive attitudes towards classroom presentation.

Home assignments

The perceptions of the students towards the role of internal evaluation in home assignment is presented in the table below:

Table 5

Students' Perceptions Towards the Role of Internal evaluation in Home Assignments

Categories	Responses	No.of students	Percentage
Home assignment make the students creative	Yes	38	93.33
	No	2	6.67
Students carryout home	Always	10	26.67

assignments	sometimes	23	56.67
	Often	7	16.66
	Rarely	0	0.00
	Never	0.00	0.00

Table 5 shows 93.33%(38) of the students had positive attitudes towards the home assignments and only 6.66% (2) of the students had negative attitudes towards home assignment. Nearly, 26.67%(10) of the students had always carried out their home assignments, 56.67%(23) of the students 'sometimes carried out and 16.66% (7) of the students 'Often' carried out their home assignments. This data shows most of the students have positive attitudes towards home assignments because it makes the learner creative.

Project Work activities

The perceptions of the students towards the role of internal evaluation in project work activities is presented in the table below:

Table :6

Students' Perceptions Towards the role of internal evaluation in Project Work activities

Categories	Responses	No. of the students	Percentage
Project work activities make students	Strongly agree	9	23.33
	Agree	27	66.67

autonomous learners	Neutral	3	6.66
	Disagree	1	3.33
	Strongly disagree	0	0.00
Students take part in project work activities	Always	11	26.6
	Sometimes	23	56.66
	Often	6	16.66
	Rarely	0	0.00
	Never	0	0.00

The table 6 shows 23.33 % (9) of the students had strongly agreed and 66.67 % (20) of the students had agreed towards the project work activities because it makes learner autonomous, self-directed and also develops the all four language skills. Nearly 26.67% (11) of the students had 'always participated in project work activities 56.66% (23) of the students' sometimes' take part in project work activities and some students did not get chances to take part in project work activities .The data shows most of the had positive attitudes towards project work activities to enhance learning.

Item Wise Analysis

This section of the study deals with analysis and interpretation of all open ended and close ended items which were used to collect the data.

Close ended questionnaire

The collected data are analyzed and interpreted in terms of attendance, classroom participations; mid-term examinations presentation, home assignment and project work which are presented as below.

Attendance

This section of the study deals with the analyze and interpretation of responses of the students towards internal evaluation of semester system in terms of attendance. The analysis and interpretation of students' responses are as follows:

Table: 7

1. Regularity in the classroom enhances students learning

The main concern of this question is to find out perceptions of students towards whether regularity in the classroom enhances students learning or not which is presented as below:

Table 7

Regularity in the classroom Enhances Learning

Responses	No. of students	percentage
Yes	38	96.67
No	2	3.33

The table 7 shows 96.67% (38) of the students had positive attitudes and 3.33% (2) of the students had negative attitude towards the regularity in the classroom enhance students learning .The data shows most of the students had positive attitudes towards attendance of semester system.

Students' Attendance in the Classroom

The main concern of this question is to find out how often students' attendance in the classroom. The responses of the students have been presented in the following table:

Table: 8

Student's Attendance in the Classroom

Responses	No. of the students	Percentage
Always	38	93.34
Sometimes	1	3.33
Often	1	3.33
Rarely	0	0.00
Never	0	0.00

Table 8 shows that, 93.34% (38) of the students had always attended in the classroom .3.33%(1) of the students had sometimes attended in the classroom and 3.33(1) of the students had 'often' attended in the classroom .The data shows most of the students were regularly attended in the classroom.

Classroom Participation

This section of the study deals with the analysis and interpretation of the responses from the students towards role of internal evaluation in the academic achievements of students in the semester system in terms of classroom participation .It has been discussed in the following sub heading.

Students Participation inside the classroom is necessary to make collaborative learning

Student's participations in the classroom activities is the main concern of this question.

Strongly agree, agree, Neutral, disagree, and strongly disagree were the options to choose

.students response on this question have been presented below:

Table 9

Necessity of students' participation in classroom activities

Responses	No.of students	Percentage
Strongly agree	24	60.00s
Agree	16	40.00
Neutral	0	0.00
Disagree	0	0.00
Strongly disagree	0	0.00

Table 9 shows 60%(24) of the students had strongly agreed and 40%(16) of the students had agreed regarding the necessity of students' participation in the classroom activities .so it can be concluded that all the students have positive attitude towards students participation inside the classroom is necessary and it makes the learning collaborative.

Students Participation in the Classroom Activities

This question is concerned with the whether semester students participated in the classroom activities or not. The responses have been presented as below:

Table10

Students Participation in Classroom Activities

Responses	No. of students	Percentage
Yes	35	86.67
No	5	13.33

Table 10 shows 86.67 % (35) of the students had regularly participated in classroom activities and 13.33 % (5) of the students had not participated in classroom activities on a regular basis. This data shows that most of the students had participated in classroom activities.

Collaborative Learning Helps to Improve the Relationship Between Teacher and Student

This question is concerned with whether collaborative learning improves the relationship between teachers and students and within the students. The views of the students are divided into four categories of responses, which are presented in the following table.

Table 11

Collaborative Learning improves the relationship between teachers and students

Responses	No. of students	Percentage
Strongly Agree	28	70.00
Agree	11	26.67
Neutral	1	3.33
Disagree	0	0.00
Strongly disagree	0	0.00

Table 13 shows 70%(28) students had strongly agreed ,26.67%(11) of the students had agreed, 3.33% (1) of the students had neutral on the role of collaborative learningto develop the relationship between teachers and students and within students. Most of the students have agreed towards this question. It can be concluded that collaborative learning is essential to the students.

Students Participations in Group work Activities

The main concern of this question is to find out how often semester students participated in in group work activities. Always, sometimes, often, rarely, and never were the options to choose. The responses of the students on this question have been presented as follows:

Table12

Student's Participation in Group Work Activities

Responses	No.of students	Percentage
Always	13	33.33
Sometimes	25	60.00
Often	1	3.33
Rarely	1	3.33
Never	0	0.00

Table 12 shows 33.34%(13) of the students had always participated in the classroom activities ,60%(25) of the students had sometimes ,and3.33%(1)of the students have been often,3.33%(1) of the students had 'rarely' participated in classroom activities . It can be concluded that Most of the students participated in classroom activities.

Mid-term Examinations

This section deals with the analysis of responses from the students towards internal assessment in terms of mid-term examinations .The analysis and interpretation of students responses have been presented as follows.

Effectiveness of Midterm Examinations to get High Score in end Semester Examinations

Mid-term examinations are useful for the final examinations. It is more beneficial to know the students level of progress. It helps to put more effort in the particular areas of weakness.

The students' responses are presented in the following table:

Table13

Help of Mid-term Examinations for end semester examinations

Responses	No. of Students	Percentage
Yes	35	86.67
No	5	13.33

Table 13 shows 86.67 % (35) of the students had positive attitudes towards mid-term examinations to get high score in semester (final examinations and 13.33 % (5) of the students had negative attitudes help of mid-term examinations to get high score in end semester examination on the basis of mid-term examinations.

Teachers Provide Feedback to the Students after Mid-term Examinations

This question concern with whether the teacher provide feedback to the students after mid-term examinations. Student's responses have been presented in the following table.

Table 14

Feedback to the Students

Responses	No. of students	Percentage
Yes	19	46.67
No	21	53.33

Table 14 shows 46.67% (19) of the students had got feedback after their mid-term examinations and 53.33% (21) of the students had not got feedback after their mid-term examinations. It can be concluded that many students could not get feedback by the teacher after their mid-term examinations so; teacher should provide feedback after the mid-term examinations.

Mid –Term Examinations Help to Minimize Chances of Failure in End Semester Examinations

This question concern with whether mid-term examinations minimize the failure in end – semester examinations or not. The views are divided in the five categories of responses, which have been presented in the following table.

Table 15

Mid-term Examinations minimize the Chances of failure in End –semester Examinations

Responses	No. of students	Percentage
Strongly Agree	14	33.33
Agree	23	56.67
Neutral	2	6.66
Disagree	1	3.33
Strongly Disagree	0	0.00

Table 15 shows 33.33% (14) of the students had strongly agreed, 56.67% (23) of the students had agreed, 6.66% (2) of the students had neutral and 3.33% (1) of the students had

disagreed about the midterm examinations to minimize the chances of failure in final examinations. It can be concluded that mid-term examinations are useful to the semester students to minimize the chances of failure in end-semester examination.

Presentation

This section of study deals with the analysis and interpretation of the responses of the Students towards role internal evaluation in terms of presentation. The analysis analysis and interpretation students' responses can be presented as follows:

Necessity of PowerPoint Presentation in the Classroom

This question was made to collect the opinions as to whether PowerPoint presentation is essential in the following classroom to the semester students or not. This responses of the students can be presented as following table:

Table 16

Necessity of Power Point Presentation

Responses	No. of students	Percentage
Yes	18	43.33
No	22	56.67

Table 16 shows 43.33%(18) of students had positive attitudes towards the PowerPoint presentation in the classroom and 56.67% (22) students were found to have negative attitudes towards PowerPoint presentation in the classroom. The data shows PowerPoint presentation is essential but not always in the classroom presentation.

Students Participation in classroom presentation

The main concern of this question is to find out how often students take part in classroom presentation. The responses of the students can be presented as following table:

Table17

Students Participation in Presentation

Responses	No. of students	Percentage
Always	22	56.67
Sometimes	8	20.00
Often	6	13.33
Rarely	4	10.00
Never	0	0.00

Table 17 shows 56.67%(22) of the students had always participated in classroom presentation 20%(8) of the students had sometimes ,13.33%(6) of the students were found to have been 'often' 10%(4) of the students had 'rarely' participated in classroom presentation. This shows majority of the students take part in classroom presentation.

Teachers Provide Feedback to the Students After Presentation

The main concern of this question is to find out whether teachers provide feedback to the students after their classroom presentation .The responses of students can be presented as follows:

Table 18

Feedback to the Students

Responses	No. of students	Percentage
Yes	32	80.00
No	8	20.00

The table 18 shows 80 %(32) of the students had received feedback after their lesson presentation and20% (8) students had not received feedback by the teacher. It can be concluded that teachers provide feedback after students' presentation.

Home Assignments

This section of the study deals with analysis of the responses from the students towards the internal assessment in terms of home assignments. It has been discussed in the following sub headings.

Home Assignments Make the Students Creative

The main concern about this question is to find out home assignments are useful for the students or not. The responses of the students towards this question are presented as following table:

Table19

Home Assignments Make the Students Creative

Responses	No. Of the students	Percentage
Yes	38	93.33
No	2	6.67

Table 19 shows 93.33% (38) of the students had positive attitudes towards the home assignments and 6.76 % (2) of the students had negative attitudes towards home assignments.

It can be concluded that majority of the students have positive attitudes towards home assignment and they responded that home assignments make the learner creative.

Carrying out of home assignments

The main concern of this question is to find out how often students carrying out their home assignments. The responses of the students can be presented as following table.

Table 20

Carrying out of home assignments

Responses	No. of Students	Percentage
-----------	-----------------	------------

Always	11	26.66
Sometimes	23	56.67
Often	6	16.66
Rarely	0	0.00
Never	0	0.00

Table 20 shows 26.66% (11) of the students had always carried out their home assignments, 56.67% (23) of the students had sometimes, 16.66% (6) of the students had 'often' carrying out their home assignment. It can be concluded that majority of the students carried out their home assignments.

Project Work Activities

This section of the study deals with the analysis of the responses in terms of project work activity. The analysis and interpretation of students' responses are as follows:

Project Work Activities Make the Students Autonomous learners

The main concern of this question is to find out whether project work activities are helpful to the students or not. The responses of the students can be presented below:

Table 21

Project Work Activities Make the Students Autonomous

Responses	No.of Students	Percentage
-----------	----------------	------------

Strongly agree	10	23.33
Agree	27	66.67
Neutral	2	6.66
Disagree	1	3.33
Strongly Disagree	0	0.00

Table 21 shows 23.33% (10) of the students had strongly agreed, 66.67% of the (27) students had agreed, 6.66% (2) of the students were found to have been 'neutral' and 3.33% (1) of the students had disagreed towards project work activities to make the learners autonomous in the semester system. It can be concluded that project work activities make the learners autonomous.

Students Participation In Project Work Activities

The main concern of this question is to find out how often students take part on project work activities .Always, sometimes, often, rarely and often were the options to choose. The responses of the students on this question can be presented as follows.

Table22

Students' Participation in Project Work Activities

Responses	No. of Students	Percentage
Always	3	6.67
Sometimes	21	53.33

Often	8	20.00
Rarely	4	10.00
Never	4	10.00

Table 22 shows 6.67%(3) of the students had always participated in project work activities ,53.33%(21) of the students had sometimes participated in project work activities 20% (8) of the students were were found to have been 'Often' 10%(4) of the students had 'rarely" and 10%(4) of the students had never participated in project work activities .

Availability of Resources

This item deals with the analysis of responses from the students towards challenge of semester system in terms of availability of books in the library. Analysis and interpretation of students' responses are presented as follows:

Availability of Resources in the library

The main concern of this question is to find out whether students get easily resources from library or not. The students Responses of this question can be presented below:

Table 23

Availability of Resources in the Library

Responses	No. of the students	Percentage
Yes	36	90.00
No	4	10.00

Table 23 shows 90% (36) of the students responded that they had not got resources from library and 10% (4) of the students had easily got the books from library. The data shows most of the students had not got resources from the library.

Facility of Email and Internet in the Department

The main concern of this question is to find out whether students have got email and internet facility in the department or not. The state of opinions has been presented as below:

Table 24

Facility of Email and Internet

Responses	No. of students	Percentage
Yes	2	6.67
No	38	93.33

Table 24 shows 93.33(38) of the students responded that they have not got email and internet facility in the department and 6.67 % (2) of the students responded that they have got email and internet facility in the department. It can be concluded that most of the students have not got email and internet facility in the department.

Availability of Suitable Environment to Complete the Task as Prescribed by Curriculum

Students should get suitable environment to complete task as prescribed by curriculum in the department. To complete the task such as project work, seminar paper group work activities there should be suitable environment in the department. The main concern of this question is

to find out whether there is suitable environment or not to complete the task as assigned by teachers. The responses of the students can be presented as follows.

Table 25

Availability of Suitable Environment to Complete the Task

Responses	No. of students	Percentage
Yes	15	36.67
No	25	63.33

Table 25 shows 36.67%(15) of the students had got suitable environment to complete the task as prescribed by the curriculum and 63.33% (25) of the students had not got sufficient environment to complete the task as prescribed by curriculum. So, it can be concluded that most of the students had not got suitable environment to complete the task as prescribed by curriculum.

Classroom Management

This section of the thesis deals with the analysis and interpretation of students' responses of challenges faced by semester students towards internal assessment in terms of classroom management. The analysis and interpretation of students' responses can be presented as follows:

Table 26

Classroom Management

Responses	No. of the students	Percentage
Yes	16	40.00
No	24	60.00

Table 26 shows 40% (16) of the responded that there is well management of classroom and 60 % (24) of the students responded that classroom management is not well.

Electricity Problem while Presenting the Lesson

The main concern of this question is to find out whether students faced electricity problem or not while presenting the lesson through PowerPoint .The responses from the students can be presented as follows:

Table 27

Regular Back up Electricity

Responses	No. of students	Percentage
Yes	14	36.33
No	26	63.67

Table 27 shows 36.33% (14) of the students responded that there is electricity problem while presenting lesson through PowerPoint and 63.67% (26) of the students had not faced electricity problems while presenting the lesson through PowerPoint .So it can be concluded that students faced electricity problem in power point presentation.

Cost Effectiveness

This section of the study deals with analysis of students responses towards challenge faced by students in implementing internal evaluation in semester system on the basis of cost effectiveness. The main purpose of this item is to find out whether students face financial problem in semester system or not.

Students Have to Face Extra Financial Burden in the Assessment of Semester System

The main concern of this question is to find out whether semester system is cost effective or not. The responses of the students can be presented as following table:

Table 28

Students Face Financial Burden in Semester System

Responses	No. of students	Percentage
Strongly Agree	14	33.33
Agree	18	46.67
Neutral	6	13.33
Disagree	2	6.66
Strongly disagree	0	0.00

Table 28 shows that 33.33% (14) of the students had strongly agree, 46.67% (18) of the students agreed, 13.33% (6) of the students were have been neutral' and 6.67% (2) of the students had disagreed towards students face extra financial burden in semester system. The data shows most of the students faced financial burden in semester system.

Cost effectiveness of semester system

The main concern of this question is to find out whether semester system is costly to students. The responses of this question are presented in the following table:

Table 29

Economically Backward Students System is Costly

Responses	No. of students	Percentage
Strongly agree	15	36.37
Agree	23	56.66
Neutral	2	6.67
Disagree	0	0.00
Strongly disagree	0	0.00

The table 29 shows 36.37% (15) of the students had strongly agreed, 56.66% (23) of the students had agreed, 6.66 % (2) of the students had neutral about this question. It shows most of the students responded that semester system is costly to the students of low economic background.

Miscellaneous

This section of the thesis deals with analysis of the responses from students towards challenges of semester system in terms of miscellaneous. The analysis and interpretation of students' responses have been presented as follows:

Completion of the Course Within a Time Frame

The main concern of this question is to find out the responses of the students towards whether teacher completed the courses within a time frame. The responses of the students can be presented as follows:

Table 30

Completion of Courses in Time Frame

Responses	No.of students	Percentage
Yes	16	40.00
No	24	60.00

Table 30 shows 40 % (16) of the students responded that teachers complete the courses in time frame and 60% (24) of the students responded that teachers do not complete the courses with in a time frame. It can be concluded that majority of the students responded that teachers had not completed the courses with in a time frame.

Due to the Academic Burden Students Could not Prepare Examination Very Well

The main concern of this question is to find out whether students got chances to prepare the examination well in semester system. The responses of the students can be presented in the following table:

Table 31

Semester Students Could not Prepare Examination Very well

Responses	No. of students	Percentage
Strongly agree	12	30.00
Agree	18	43.33
Neutral	4	10.00
Disagree	6	16.67
Strongly disagree	0	0.00

Table 31 shows 30% (12) of the students had strongly agreed, 43.33% (18) of the students had agreed, 10% (4) of the students had neutral and 16.67 % (6) of the students had disagreed. This shows Most of the students had not prepared the examinations very well due to the academic burden.

Syllabus of Semester System is Like the Annual System.

The main concern of this question is whether semester system revised the courses or syllabus is like annual system. The responses of the students can be presented as the following table:

Table 32

Syllabus of the Semester System is Like the Annual System

Responses	No. Of students	Percentage
Strongly agree	18	46.67
Agree	16	40.00
Neutral	3	6.66
Disagree	3	6.66
Strongly disagree	0	0.00

Table 32 shows 46.67 % (18) of the students had strongly agreed, 40% (16) of the students had agreed, 6.66% (3) of the students had neutral and 6.66% (3) of the students had disagreed. It can be concluded that the majority of the students responded that the syllabus of semester system is like annual system.

Open-ended Questionnaire

In addition to close ended questionnaire five open ended questionnaire were used to find out the perceptions of students towards the role of internal evaluation in the academic achievement of students in the semester system. In open ended questions students can give their answers according to their own language and own way. Analysis and interpretation of the open ended questionnaire have been categorized in terms of attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities.

Attendance

This section of the thesis deals with the analysis of responses of the students towards the role of internal evaluation in the academic achievements of students in the semester system terms of attendance. To collect the students views one open ended question was used. The analysis and interpretation of students' responses are as follows:

Presence of Students in the Classroom

Attendance is the part of internal evaluation in the semester system. This item was prepared to collect the information about whether students regularly attended in the classroom and what the perceptions of students towards attendance are. I found that almost all students were regular in the classroom and they viewed that regularity in the classroom is necessary to develop the relationship between teachers and students. So it can be concluded that students had positive attitudes towards attendance.

Classroom Participations

This section of the thesis deals with the analysis of the responses from the students towards internal evaluation in terms of classroom participations. One open ended question related to classroom participation was used .The analysis and interpretation of students' responses can be presented as follows:

Necessity of Classroom Participation

This item was constructed to find out whether classroom participation is necessary to the semester students. All most all students had positive attitudes towards the necessity of classroom participation. Students responded that classroom participation is necessary because it enhances collaborative learning and make learning environment fruitful. If the students actively participated in the classroom activities they can learn perfectly. It develops the students' confident level. So, it can be concluded that students had positive attitudes towards classroom participations.

Mid-term Examinations

This section of the study deals with the analysis of the responses from the students' towards the role of internal evaluation in terms of mid-term examination. One open ended question was used related to the mid-term examinations. The responses of the students can be presented as follows:

Relevancy of Mid-term Examinations to the End Semester Examinations

This item was used to collect the opinions towards whether the mid-term examinations are relevant to the final examinations or not. Some of the students viewed that it is somehow relevant but most of the students viewed that it is relevant to the final examination.Students

responded that, the main purpose of the mid-term examinations was to prepare the students for final examinations and provide guidelines to the students for their betterment of learning and improve their knowledge. They also mentioned that, through the result of mid-term examinations students can re-correct their own mistakes. It can be concluded that students' were found to have positive attitudes towards mid-term examinations and it is relevant of the end-semester examinations.

Presentation

This section of the study deals with the analysis and interpretation of students responses on the basis of classroom presentation. One open ended questionnaire were asked to the students related to classroom presentation the responses of the students can be prepared as follows:

Students' Satisfaction on PowerPoint Presentation

This item attempts to elicit the information to whether students satisfied with PowerPoint presentation in the classroom or not. Some of the students' had not satisfied with PowerPoint presentation. They responded that it kills students creativity which is achieved through classroom discussion and most of the students had positive attitudes towards PowerPoint presentation they responded that, it is very much needed in the classroom because it is modern technology the present world is the age of ICT and students should be familiar with these things but effective implementation should be in the classroom. It can be concluded that some of the students had satisfy with the PowerPoint presentation but some had not satisfied

Home Assignments

This section of the study deal with the analysis and interpretation of the students responses towards internal assessment of semester system in terms of home assignments. One open ended question was provided to the students related to home assignments. The analysis and interpretation of students' responses have been presented as follows:

Relevancy of Home Assignments to the Master Level Students

This item was prepared to collect the opinions regarding whether giving home assignments to the semester system students is good or not. Most of the student said that, it gives opportunity to read lots of books which enhance knowledge. It makes students more active and also develops the habit of study. It also develops the reading and writing skills. The data shows home assignments are relevant to the master level students.

Project Work Activities

This section of the study deals with the analysis and interpretation of the students' responses towards the role of internal evaluation in the academic achievements of students in semester system in terms of project work activities. One open-ended question was provided to the students related to the project work activity. The analysis and interpretation of students' responses in terms of project work activities are as follows:

Project Work Activities Make the Students Creative and Autonomous Learners

This item was used to elicit information about whether project work activities are important or not. The responses of the students can be presented as follows:

-) Project work activities are most important to the students it makes students creative and self-directed learners.
-) In the project work activities students are bound to search something on the basis of what they assigned by the instructor so it makes students creative.
-) It follows the principle of learning by doing and increases the co-operation among the students.
-) It develops the all four language skills of the students.
-) It is done through the help of media and students become creative and self-directed so it makes the learners autonomous.

By analyzing the responses of the students I found that almost all students had positive attitudes towards project work activities.

Challenges Faced by Students in Semester System

This section of the thesis deals with the analysis and interpretation of data regarding the challenges faced by students in semester system. Seventeen questions were used to find out the challenges of semester system. Out of them fourteen questions were close ended. The question were related to the availability of resources, regularity of the classes, cost effectiveness, classroom management and miscellaneous. The analysis and interpretation of these items can be presented as below:

Students Satisfaction with the Availability of Resources

This item was prepared to collect the data as to the whether students were satisfied with the resources available in the library. The data shows almost all students had not satisfied with availability of resources in the library. They mentioned there are not sufficient books for all students and most of the books are not available in the library. There is not well distribution system as well. So, it can be concluded that students' are not satisfied with the availability of resources in the library.

Problems of Internal Evaluation at T.U.

The item was an attempt to collect the information regarding what are the problems of internal assessment at T.U on the basis of students' responses problems of the internal assessment can be presented as follows:

-) Feedback is not provided after midterm examinations.
-) Poor classroom management.
-) Lack of sufficient reading materials.
-) Not cost effective.
-) Irregularity of the teachers.
-) Not completion of courses with in a time.
-) Irregular supply of electricity to present the lesson through PowerPoint.

Classroom Management

This item was prepared to collect the opinions regarding whether there are issues in classroom management or not. Most of the students responded though classroom was somehow managed, equipment are very weak condition therefore students face many challenges. There are some of the problems towards class management such as; irregular supply of electricity to present the lesson through power point, problems regarding multimedia, lack of well internet facility. So, it can be concluded that there were several issues of classroom management.

CHAPTER FIVE

FINDING CONCLUSION AND RECOMMENDATIONS

This chapter presents the finding that have been deduced from the analysis of the data, conclusions have been taken from findings and some recommendations are made on the basis of the finding of the research.

Findings

After the analysis and interpretation of data, the findings of the study are presented as follows:

-) Finding the perceptions of students towards role of internal evaluation in the academic achievements of students in terms of attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities.
-) Finding of challenges faced by students in implementing internal evaluation in semester system in terms of availability of resources, classroom management, and cost effectiveness and miscellaneous.

Findings of the role internal evaluation in the academic achievement of students in semester system in terms of the attendance, classroom participation, mid-term examination, presentation, home assignments and project work activities.

-) Approximately, 96.67% (38) of the students had positive perceptions towards attendance as a criterion of internal evaluation sin semester system.
-) All100% (40) of the students responded that regularity in the classroom develops the relationship between teacher and students and within students.

- J About, 93.34% (37) of the students responded that they always attended in the classroom.
- J All 100% (40) of the students had positive attitudes towards the classroom participation.
- J Around , 60%(24) of the students were found to have strongly agreed 40% (12) of the students were found to have agreed towards classroom participation to make the learning collaborative.
- J About, 86.67% (34) of the students were found to have regularly participated in the classroom activities.
- J Around 70%(28) of the students were found to have strongly agreed and 26.67% (10) of the students were found to have agreed towards collaborative learning helps to develop the relationship between teachers and students.
- J Around, 33.34% (13) of the students were found to have always participated in group work activities, 60 %(24) of the students were found to have sometimes participated in group work activities.
- J Approximately, 86.67% (34) of the students accepted that mid-term examinations are useful to get high score in end semester examinations.
- J Around 56.67(34) of the students responded that mid-term examinations helpful to the end semester examinations.
- J Around, 33.33(13) of the students were found to have strongly agreed and 55.67% (22) of the students were found to have agreed towards mid-term examinations minimize the chances of failure in the end semester examinations.
- J Most of the 80% (32) of the students responded that teachers provide constructive feedback after classroom presentation.

-) Nearly, 56.47% (22) of the students' had not satisfied with the PowerPoint presentation.
-) Around 20 %(8) of the students were found to have 'always' and 56.67 %(22) of the students were found to have 'sometimes ' take part in classroom presentation.
-) Approximately, 93.33 % (37) of the students responded that they positive attitudes towards home assignments.
-) Around 26.67 % (10) of the students 'always' and 56.66% (22) of the students 'sometimes' carried out home assignments.
-) Of all the 93% (37) of the students had positive attitudes towards home assignments.
-) 23.33 % (9) students strongly agreed and 66.67% (26) of the students agreed towards project work activities and they mentioned that it makes the students autonomous learners.
-) Around 26.6% (10) of the students 'always', 56.67% (22) of the students sometimes and 16.66% (6) of the students often take part in project work activities.
-) Most of the 90% (36) students had positive attitudes towards project work activities.

Findings of the challenges faced by semester students in implementing internal evaluation in the semester system in terms of availability of resources, classroom management, cost effectiveness and miscellaneous.

-) Of all 90% (36) of the students responded that sufficient books are not available in the library
-) About 93.33% (37) of the students responded that they had not got the internet facility in the department.
-) Around 63.33% (25) of the responded that they have not got suitable environment to complete task as prescribed by curriculum.

- J Approximately, 60 % (24) of the students responded that there was poor classroom management.
- J Around 63.67% (25) of the students responded that there was an irregular supply of electric.
- J Approximately, 33.33% (13) students were found to have strongly agreed and 46.67% (18) of the students were found to have agreed towards students face extra financial burden in semester system.
- J Around 93.035 (37) of the students responded that many economically backward students the system is costly matter.
- J Around, 60 % (24) of the students responded that teachers had not completed the courses with in a time frame.
- J Approximately 73.33% (29) of the students responded that due to the academic burden they could not prepare examination very well.
- J Most of the 60% (24) students responded that teachers do not completed the courses within speculated time frame.
- J About, 86.67 % (34) of the students responded that syllabus of the semester system is like with annual system.

Conclusions

To find out the students' perceptions towards the role of internal evaluation in the academic achievements of students in semester system in terms of attendance, classroom participation, mid-term examinations, presentation, home assignments and project work activities, survey research design with purposive non-random sampling strategy was used. Students of M.Ed. first and third semester had positive attitudes towards internal assessment. Regarding the attendance, 96.67% (38) of the students had positive attitudes. The data shows most of the students had positive attitudes. The data shows most of the students had positive attitudes towards attendance as a criterion of internal assessment. Similarly, almost 100% (40) of the students had a view that classroom participation is necessary to develop the rapport between teachers and students. Likewise, 87.67% (35) of the students had a view that mid-term examinations are useful to get high score in end-semester examination. Students responded that presentation is a good tool to develop the confidence level of the students and it also develops the speaking skill. Approximately, 93.33% (37) of the students had positive attitudes towards home assignments and they responded that assignments are relevant to the master level students. Most of the 90% (36) of the students accepted that project work activities make the students autonomous and self-directed, it also helps to develop all four language skills. The overall analysis shows that assessment of semester system is very much effective to the learners through which learners get opportunities to develop their learning. Almost all students are benefited from internal assessment of semester system. It makes the students creative and self-directed. It also helps the students to become familiar with modern technologies and skills. If the teachers provide immediate feedback after mid-term examinations, students improve their learning. Though the students had positive attitudes towards internal assessment in semester system, they have faced several problems. Students responded that there were many problems, such as unavailability of resources in library, lack

of email and internet facility, poor classroom management, irregular supply of electricity. If these problems minimized students will get much more benefits from internal assessment of semester system.

Recommendations

On the basis of the findings of the study, the following recommendations have been made for pedagogical implications. The recommendations are divided into into policy related, practice related further research.

Policy Related

Policy makers should make good policy to make internal assessment effective. There should be strict policy regarding curriculum development, examination system and other criteria such as attendance, classroom participations, mid- term examination, project work activities, and home assignments. I suggest the policy maker and the curriculum developer to be clear in the following terms:

-) Curriculum designer should not make the vast curriculum like annual system.
Department should make the availability resources as the curriculum demands.
-) Most of the students might not have computer, email, and internet facility at their home.so there should be computer lab with internet facility to search the resources materials and do other related activitiesas the per the students requirement.
-) Concerned authority should observe the condition of the department occasionally and should manage the necessary resources materials.

Practical related

The department, teachers and students should be clear in the following terms:

- J Internal assessment should be conducted as an inherent part of teaching and learning activities.
- J Teachers should encourage the students to take part in all classroom activities such as classroom participations, pair work, group work, individual work and so on.
- J Feedback should be necessarily provided immediately and results should be analyzed to provide corrective measures.
- J Students should be actively participated in all activities such as; classroom participation, mid-term examinations, project work activities.
- J Teachers and students should be regular in the classroom.
- J There should be good co-operation between teachers, students and department.

Further Research

The present study entitled " students perceptions towards internal assessment of semester system" is based on the perceptions of the M.Ed. first and fourth semester students of Department of English Education. The sample of the study was 30 students of first and fourth semester. Further research can be done being based on this area. Some of the possible topics for further research can be as follows:

1. Appraisal of Existing Examination system of Semester system at T.U.
2. Students and teachers perceptions and practices towards Semester system of T.U

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Master Thesis
Faculty of Education
Tribhuvan University
Appendix
Questionnaire

Dear Respected sir/Madams,

This questionnaire is a part of my research study entitled ' Role of Internal Evaluation in the Academic Achievements of Students '. This study has been conducted under the supervision of Mr. Khem Raj Joshi at the Department of English Education, Tribhuvan University Kirtipur Kathmandu. The objectives of the study are to find out perceptions of the students towards the role of internal evaluation in the academic achievements students and find out the challenges faced by students' in implementing internal evaluation in the semester system.

Your kind co-operation incompletion of the questionnaire will have great value to me. Please feel free to put your responses required in the questionnaire. I assure you that the responses you make will have no harmful effects to you as well as others, and this will only be used for the research purpose.

Researcher

Ratan Bhandari

Name of the respondent:

Date:

1) Age

2) Gender

3) Religion

Close Ended Questionnaire

1. Do you think regularity in the classroom enhances students learning?
 - a. Yes
 - b. No

2. How often do you attend in the classroom?
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

3. Do you participate in the classroom activities on the regular basis?
 - a. Yes
 - b. No

4. How often do You participate in group work activities?
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

5. Do you think midterm examinations help to get high score in end semester examination?
 - a. Yes
 - b. No

6. Do teachers provide feedback after your midterm examinations?
 - a. Yes
 - b. No

7. Midterm examinations of internal assessment help to minimize number of failures in end semester examination.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

15. Mostly, students feel assignments are extra load for them.
- a. Strongly agree b. Agree Neutral
d. Disagree e. Strongly disagree
16. Mostly students have to bear extra financial burden in the evaluation of semester system.
- a. Strongly agree b. Agree Neutral
d. Disagree e. Strongly disagree
17. Mostly the students of semester system say, due to the academic burden they cannot prepare examination very well. Do you agree?
- a. Strongly agree b. Agree Neutral
d. Disagree e. Strongly disagree
18. Are teachers regular in the classroom?
- a. Yes b. No
19. Do teachers complete the courses with in a specific time frame?
- a. Yes b. No
20. Due to the continuous engagement of study process students give very less time to their extra co-curricular activities in semester system.
- a. Strongly agree b. Agree Neutral
d. Disagree e. Strongly disagree

28. Students' assignments are frequently checked by teachers and they are evaluated impartially.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
29. Internal evaluation is used to give constructive feedback to the students for improving their academic achievements.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
30. In semester system, students are only evaluated what teacher taught inside in the classroom.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
31. In semester system, teacher threatens to the students in the name of providing internal marks.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
32. Internal evaluation makes the good rapport between teachers and students.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
33. Internal evaluation is influenced by the teachers' halo effect.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree

34. Internal evaluation helps in finding the students difficulty to progress their academic achievement.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
35. Internal evaluation is highly affected by the halo effect and it is less valid and reliable.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
36. Attendance decreases the number of students in semester system.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
37. Active participation makes the classroom creative, builds of the confidence of learners and encourages the learners in interacting different subject matters.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
38. Home assignments enhance the students' creativity; develop wide range to search different related materials and focuses on self-motivating learning.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree
39. Evaluation provides constructive suggestions and feedback to the students for the further improvement.
- a) Strongly agree b) Agree C) Neutral d) Disagree
- e) Strongly Disagree

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5. What suggestions do you want to give for the effectiveness of internal evaluation?

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Thank you